

Unit Plan Template

Click on any descriptive text, then type your own.

Unit Author	
First and Last Name	Lynette Anderson
School District	Witt-Birn
School Name	WBHS
School City, State	Wittenberg, WI
Unit Overview	
Unit Title	
Budget Time- Does your budget follow your lifestyle?	
Unit Summary	
Students will be able to experience a real life situation by creating and then following a budget that they create. Students will have the opportunity to pick a place of employment of their choice along with a lifestyle of their choice and then create a budget that they must follow. Students will be given the opportunity to collaborate with other students in pairs or groups to discuss and evaluate the budgets that they have created. Students will be assessed on whether they understand what it takes to succeed in the "real world" and their knowledge of creating and following a budget.	
Subject Area	
Work Study- Budgeting (math concepts)	
Grade Level	
HS School Students~ Grades 11- 12+	
Approximate Time Needed	
3- 4 Weeks, 5 Class Periods per Week	
Unit Foundation	
Habits of Learning Taxonomy	
<ul style="list-style-type: none">• Understanding• Applying• Analyzing• Evaluating• Creating	
Targeted Content Standards and Benchmarks	
WI State Standards: Personal Financial Literacy- A.12.3.1, A.12.3.2, and B.12.1.1 ISTE NETS Standard: 1. Facilitate and Inspire Student Learning and Creativity	
Student Objectives/Learning Outcomes	
<ul style="list-style-type: none">• Students will be able to define common budget vocabulary.• Students will be able to create and follow a budget.• Students will be able to analyze and assess whether their budget is realistic.	
Curriculum-Framing Questions	

Essential Question	How are you going to make it in the world?
Unit Questions	What does it take to make it financially for the lifestyle you choose? Why is a budget important?
Content Questions	What is a budget? How do you create a budget? Is your budget realistic? Did you stay within your budget? Does your job support your type of lifestyle? Is your budget flexible so that you are able to make changes or deal with unexpected costs?

Assessment Plan

Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> Define budget Look at examples of budgets 	<ul style="list-style-type: none"> Parts of a budget Research potential jobs 	<ul style="list-style-type: none"> Pick a job Research costs of living 	<ul style="list-style-type: none"> Create a budget Discuss/Collaborate on each other's budget Edit budgets based on collaboration 	<ul style="list-style-type: none"> Evaluate each other's budget Make revisions to budget based on feedback from peers 	<ul style="list-style-type: none"> Discussion of budget Reflect Likes/Dislikes

Assessment Summary

Students will use peer centered assessments by reviewing, collaborating, and evaluating each other's budget. The following assessments that could be used throughout the entire unit are KWL, Brainstorming, Self Assessments and Reflections, Peer Feedback, Conferencing, and /or Informal Questioning. This will help students and teachers monitor student progress; provide feedback; assess thinking; and reflect on learning.

Visual Ranking Elements (Complete this section if this tool will be used in the unit)

Visual Ranking Project Name (For the <i>Visual Ranking</i> workspace)	
Necessities vs. Luxuries- A Battle of Forces	
Project Description (For the <i>Visual Ranking</i> workspace)	
Students will decide what real necessities are and what luxuries are. Students will be given a list of necessities and what are luxuries and will be asked to use the visual ranking tool to rank the items based on their importance in life. Students need to find and make the connection between things that are really needed and what things can be given up.	
Prompt (For the <i>Visual Ranking</i> workspace)	
Students should list the items in order from things that they must have in order to live and things that they would enjoy but not need to live.	
Sorting List (For the <i>Visual Ranking</i> workspace)	
Food Cell Phone Water House Car TV Internet Clothing Computer Family	
Practice Ranking (For your future quick reference)	
Teacher ID: lynetteanderson	Password:
Practice Team ID 1: PracTeam1	Password: PracTeam1
Practice Team ID 2: PracTeam2	Password: PracTeam2
Seeing Reason Elements (Complete this section if this tool will be used in the unit)	
Seeing Reason Project Name (For the <i>Seeing Reason</i> workspace)	
<i>A descriptive title for your project. This name could specifically reference the purpose or use of the Seeing Reason Tool in your unit. This title will appear in the Student Workspace, as well as above your students' Seeing Reason maps.</i>	
Project Description (For the <i>Seeing Reason</i> workspace)	
<i>A focused, short paragraph that describes the project to your students and explains how they will use the Seeing Reason Tool to help them answer the questions of the unit. It explains why this is a project or problem that is worthy of study as well as defines what your students will try to solve, produce, respond to, test, recommend, or find out.</i>	
Research Question (For the <i>Seeing Reason</i> workspace)	
<i>The direct question that students will respond to in their maps, which requires the building of a cause-and-effect map of a complex system or issue.</i>	
Practice Map (For your future quick reference)	
Practice Team ID:	Password:
<i>Copy an image of the practice map here. (See Teaching Tools, Seeing Reason Tool Skill 2.26.)</i>	
Showing Evidence Elements (Complete this section if this tool will be used in the unit)	
Showing Evidence Project Name (For the <i>Showing Evidence</i> workspace)	

<p><i>A descriptive title for your project. This name could specifically reference the purpose or use of the Showing Evidence Tool in your unit. This title will appear in the Student Workspace as well as above your students' Showing Evidence cases.</i></p>	
<p>Project Description (For the Showing Evidence workspace)</p>	
<p><i>A focused, short paragraph that describes the project to your students and explains how they will use the Showing Evidence Tool to help them answer the questions of the unit. It explains why this is a project or problem that is worthy of study, as well as defines what your students will be trying to solve, produce, respond to, test, recommend, or find out.</i></p>	
<p>Prompt (For the Showing Evidence workspace)</p>	
<p><i>The direct question that students will respond to in their argument case, which requires the investigation and gathering of evidence to validate a claim.</i></p>	
<p>Practice Case (For your future quick reference)</p>	
Practice Team ID:	Password:
Reviewing Team ID:	Password:
<p>Claims</p>	
<p><i>If you are pre-populating the claims for your students, enter those claims here.</i></p>	
<p>Evidence</p>	
<p><i>If you are pre-populating the evidence bins for your students, describe the evidence you will use and/or the source for those evidence items here.</i></p>	
<p>Unit Details</p>	
<p>Prerequisite Skills</p>	
<ul style="list-style-type: none"> Students must be able to visualize what a real life scenario could look like. Students must have basic math skills (adding and subtracting) in order to understand how to work with calculations of the budget. 	
<p>Instructional Procedures</p>	
<ul style="list-style-type: none"> Students will first be asked to brainstorm what they already know about budgeting. They will then be asked as a group to complete a KWL. Students will then go over the definition of a budget, vocabulary related to budgeting (necessity, luxury, income, deduction, expenses, etc.), why budgets are needed, etc. Students would be asked to complete the Visual Ranking Tool (to also be completed at the end of the unit) Go over examples of budget- view good budgets/bad budgets Students should explore and find their source of income Students would then begin the process of researching real life situations- cost of rent or house payment, cell phone plan, internet plan, car payment, insurance, etc.) Students would then start the process of creating their budget based on their research Time would be given for students to conference and bounce ideas off of one another After budgets are completed students would need to analyze whether their budget is realistic compared to their source of income. Students would again be given time to assess other peer's budgets and give feedback. Students would then have to apply changes to their budget if needed to make the budget workable so that it fit their source of income. Students would be asked to create a visual to represent their budget (graph, video clip, poster, etc.) Students would then be asked to reflect on their budget (assessment)- what did they learn, likes/dislikes, changes to budget, etc. (Do Visual Ranking for 2nd time to see if their ranking 	

changed)

- Students would be given the opportunity to come back as a whole group and discuss some of their student learning reflections.

Accommodations for Differentiated Instruction

Resource Student	<ul style="list-style-type: none"> • Work in partners so that work could be equally divided • Extra Time • Grade leveled materials • Assistance with reading or locating materials • Outlines/Rubrics • Frequent review/explanations • Slower pace • Small group instruction
Nonnative English Speaker	<ul style="list-style-type: none"> • ESL Teacher provided • Time outside of provided class time to work
Gifted Student	<ul style="list-style-type: none"> • Extension of project- following a budget over a greater period of time • Co- Teach

Materials and Resources Required For Unit

Printed Materials	Newspaper, sample budgets, text books, flyers, workbook materials
Supplies	<ul style="list-style-type: none"> • Paper • Pencil • Calculators • Computer • Internet • Newspaper • Grocery Flyers
Technology - Hardware	Computer, internet, printer
Technology - Software	Word, Excel

Internet Resources	http://financialplan.about.com/od/budgetingyourmoney/tp/budgeting-101.htm
	http://www.kiplinger.com/tools/budget/
	http://www.betterbudgeting.com/budgetformsfree.htm
	http://money.cnn.com/magazines/moneymag/money101/lesson2/
	www.careercruising.com
	www.worditout.com
	http://www.wordle.net/
Other Resources	http://cooltoolsforschools.wikispaces.com
	Guest speaker- Financial Consultant, Accountant, Bank Employee

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